

**INCREASING STUDENTS' SPEAKING ABILITY
THROUGH SEQUENCED PICTURE STORY**
*(A Classroom Action Research at the Eighth Grade Students of SMPN
6 Pontianak in Academic Year 2013/2014)*

An Article

By:
THEDORUS IPIT
NIM. F12106065



**TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
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INCREASING STUDENTS' SPEAKING ABILITY THROUGH SEQUENCED PICTURE STORY

Theodorus Ipit, Zainal Arifin, Surmiyati

English Study Program, Teacher Training and Education Faculty, UNTAN
Pontianak

E-mail: theodorus.ipit@gmail.com

Abstract: This research entitled Increasing Students' Speaking Ability Through Sequenced Picture Story. In this research, sequenced picture story is applied as one technique in order to increase students' speaking ability. Sequenced picture story is one technique for the students to learn how they construct the story through the sequenced pictures and after that the students have to tell the story in front of the class. The purpose of this research is to find out the effectiveness of the use of sequenced picture story in increasing English speaking ability. The form of this research is classroom action research. The finding proves that the effectiveness of Sequenced Picture Story are the pictures that used in Sequenced Picture Story helped the students to get the idea to make a story and the storytelling in Sequenced Picture Story gave the students a lot of chance to practice their speaking. It is found that sequenced picture story is one technique which is useful to improve the students' speaking ability.

Keywords: Classroom Action Research, Speaking Technique

Abstrak: Penelitian ini berjudul Increasing Students' Speaking Ability Through Sequenced Picture Story. Di dalam penelitian ini, Sequenced Picture Story diaplikasikan sebagai salah satu teknik untuk meningkatkan kemampuan berbicara siswa. Sequenced Picture Story adalah salah satu teknik bagi siswa untuk belajar bagaimana mereka membuat suatu cerita melalui gambar-gambar berurutan dan setelah itu para siswa harus menceritakan cerita tersebut di depan kelas. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan Sequenced Picture Story dalam meningkatkan kemampuan berbicara bahasa Inggris. Bentuk dari penelitian ini adalah penelitian tindakan kelas. Hasil penelitian membuktikan bahwa efektivitas dari Sequenced Picture Story adalah gambar-gambar yang digunakan di dalam Sequenced Picture Story membantu para siswa untuk mendapatkan ide dalam membuat sebuah cerita dan bercerita di dalam Sequenced Picture Story memberikan para siswa banyak kesempatan untuk melatih mereka berbicara. Ini ditemukan bahwa Sequenced Picture Story adalah salah satu teknik yang berguna untuk meningkatkan kemampuan berbicara para siswa.

Kata kunci: Penelitian Tindakan Kelas, Teknik Berbicara

An effective speaking ability involves students' participation in which an active student takes part and creates the real life situation in teaching and

learning process. However, it seems to be a main problem in every English class to encourage the students to speak in the classroom. The problem are students have no idea what to say, they may lose confidence, feel uncomfortable and make mistakes. That are the reasons, the students tend to be passive rather than active ones in speaking class session. The same case also happened to the students in class VIII B of SMP N 6 Pontianak, where the writer had done the Teaching Practice (a subject of his study) and taught there for about three semesters. The writer found some problems on the second year students. The first problem is when the writer acted as the teacher pointed one by one the students to share their ideas about the subject taught by the teacher, most of the them were afraid of making mistakes if they use English so they prefer using their mother tongue than English. The second problem is that they are lack of vocabularies and they have difficulties in using grammar. When they shared their ideas asked by the teacher, they only have few knowledge of vocabularies and have many grammatical mistakes. They often get stuck in the middle of their speaking when they find difficulties to get the English words. The third problem is monotonous technique in teaching. In SMP Negeri 6 Pontianak, the general techniques which are usually used by teachers to activate students to speak up are through discussing and asking them to retell the stories which are available in their handbook. Unfortunately they make them bored and lose their interest to speak. From the fact above, the writer concluded that the cause of these problems can be many factors, such as: classroom atmosphere, teacher's performance, material or topic, and the students' lack of confidence.

Sequenced Picture Story (S-P-S) is one of cooperative learning techniques. Cooperative learning defines competitive goal structure as a learning structure where the students do a fair competition. Johnson (1993) stated that competition can encourage growth and push a child to excel. Competition in this technique itself constructed for motivating the students to increase their speaking ability. And S-P-S as a group activity has some instructional activities that are appropriate to that competitive goal. According to Wright and Betteridge (2006 : 37) the advantages of all the groups using the picture is that each group will be interested to find out what the others have spoken and to compare it in the different versions.

The writer chooses S-P-S as the technique and CAR as the method of the research to make sure that there would be an increase in the students' speaking ability. Classroom Action Research (CAR) must be the appropriate method to solve the problem. By using CAR, the writer will act actively to observe all the situation in the classroom. So, the students will have the correct guidance in learning English.

METHOD OF RESEARCH

An action research is usually conducted in a certain cycle. The cycle is divided into smaller or shorter cycles. It can be described as follows:

1. Big cycle
Big cycle in this research was three meetings in which the writer applied this technique in the teaching learning process.
2. Small cycle

Small cycle consisted of a meeting (lasts in eighty minutes). In each cycle or meetings, the writer applied S-P-S as a technique to help the students in increasing their speaking ability.

The procedures of this research consists of four steps, those are:

a. Planning

The teacher plan the teaching learning activity to overcome the problem that found in the previous teaching learning process. The plans include the preparation before the teaching learning activity such as lesson plan and the instrument to collect the data including – observation checklist and field note.

It was done in the early stage of the research. Here the writer prepared everything he need to do the action research.

The preparations are :

- 1) Lesson plan
- 2) Pictures
- 3) Field note
- 4) Checklist tables

b. Acting

Acting was the implementation of the planning that has already been made by the writer. In this step, the writer presented the material which was prepared in the lesson plan to the students in the classroom.

c. Observing

In this step, the writer and the collaborators observed the teaching learning process. collaborators took notes on everything happen in the classroom.

d. Reflecting

In reflecting, the writer and collaborators analyzed, synthesized, interpreted, and evaluated the information, which are obtained from the classroom observation activities and the notes taken by them. This activity was done after the teaching process. The result of the reflection was used to determine what should be done in the next cycles.

OBTAINING THE DATA

a. Subject of Research

Subject of the research defined as the person or group of persons or things, which took part in this research. They actively participated along the research. In this research, the writer only took a class as the subject of the research. In this case, the writer took class VII B, which consists of 25 students, as the subject of this research.

b. Technique and Tool of Data Collecting

a) Technique of Data Collecting

In obtaining the data, the writer had used measurement and observation technique. The writer needed two collaborators to help him in observing the students' improvement.

Techniques of data collecting that was applied in this research are:

a. Observation

The writer and his collaborators observed the students learning activity in the classroom, their improvement to speak in front of the public.

b. Students' performance

The writer focused the investigation on the students' speaking ability, which included the aspects of pronunciation, grammar, vocabulary, and fluency. These aspects of speaking would give impact on the success of increasing speaking ability through S-P-S technique.

b) Tool of Data Collecting

Tools of data collecting used in this research are :

a. Performance test

Performance test was a tool in collecting the data of this research. In performance test, the writer measured:

1. The students' pronunciation should based on IPA (International Phonetics Alphabets).
2. The students should master the tense that was used in recount / narrative text.
3. The students should master vocabulary that was used in the material.
4. The students should speak without repetition.

b. Scoring table

Scoring table was the main tool in collecting data of this research. The data was students' performance in speaking by using S-P-S technique. It was used to assess the students' speaking performance. Scores were given to the students' performance in speaking through S-P-S technique, which consist of pronunciation, grammar, vocabulary, and fluency. Scoring was given when the students use S-P-S in telling the story.

c. Observation checklist

Observation checklist table was used to collect the data containing the students' improvement in speaking through S-P-S technique. Observation checklist table consisted of some aspects to help the writer in measuring the students' improvement in speaking through S-P-S technique, there are:

1. The students spoke loudly enough to be heard in the back of the room.
2. The students spoke clearly so that each word was distinct.
3. The students kept a steady tempo-did not speak too slow or too fast.
4. The students were relax.

d. Field Note

The writer kept the process of the activity in form of a note that wrote anything happen in the classroom when the S-P-S as a technique was applied in class. Then the writer made notes or records, which contains of four stages of **planning, acting observing and reflecting**.

1. Planning : arranging the lesson plan of the teaching learning process.
2. Acting : describing the whole script of learning.
3. Observation : analyzing planning of observation work and action.
4. Reflecting : analyzing the procedure of analysis from the result of observation.

DATA ANALYSIS

The measurement of mean score of each cycle or meeting was explained as follow:

Table 1: Scoring profile

No.	Aspects	Score
1.	Pronunciation: Has few traces of IPA (International Phonetics Alphabets) accent-----	5
	Always intelligible, though one is conscious of a definite accent-----	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding----	3
	Very hard to understand because of pronunciation problems-----	2
	Pronunciation problems so severe as to make speech virtually unintelligible-----	1
2.	Grammar: Does not make noticeable errors of grammar and word order-----	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning-----	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning-----	3

	Grammar and word-order errors make comprehension difficult.-----	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible-----	1
3.	Vocabulary: Use appropriate vocabulary in speech-----	5
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies-----	4
	Frequently uses the wrong words because of limited vocabulary-----	3
	Misuse of words and very limited vocabulary make comprehension quite difficult-----	2
	Vocabulary limitations so extreme as to make speech virtually impossible-----	1
4.	Fluency: Speech is fluent and effortless-----	5
	Speed of speech seems to be slightly affected by language problem-----	4
	Speed and fluency are rather strongly affected by language problem-----	3
	Usually hesitant; often forced into silence by language limitations-----	2
	Speech is halting and fragmentary as to make the speech virtually impossible-----	1

(Adopted from Ali Saukah: 1994)

2. Students' score from each aspects of speaking was quantified as their total score.
3. Students' mean score
To solve the problems of this research, the writer used the observation checklist and score students' performance.
 - a. To get the data source of the students' improvement in speaking, the writer used the checklist table. From the table, the writer counted the number of students who have the criteria such as

spoke loudly, spoke clearly, kept steady, and relax in performing their story.

- b. To find out the students ability in speaking was measured in accordance of the aspects of speaking, which covered pronunciation, grammar, vocabulary, and fluency by using an average score formula below:

$$M = \frac{\sum x}{N}$$

Note: M : the students' average score

$\sum x$: the sum of students' score

N : the number of students

The result will be categorized as follow:

Table 2: Classification of Speaking Ability

Score	Classification
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor (Heaton,1988:96)

THE PROCEDURES OF SPS TECHNIQUE

Here is the outline of teaching learning activities in speaking through S-P-S:

b. Preparation

- The teacher explained of S-P-S.
- The teacher explained to the students about recount / narrative text.
- The teacher explained about the vocabulary, pronunciation and grammar focus in the material.

c. Procedure

- Before the games begin, the teacher announces the students' competition members for each table. The teacher will divide the students into groups. Each group consists of 5 students. There are five groups.
- The teacher gave a brief explanation about the rules of the games. The student would get 10 jumbled pictures, and they had to arrange the pictures into sequenced pictures. After that they had to construct the pictures into a story with their own words. Then, all of group members presented the story in front of the class.
- First of all, every group will get a number of pictures that is already grouped into ten (10) jumbled pictures. Each group will get the same pictures. The pictures can be about the series of event (recount) or narrative story.
- The teacher conducts the students to interpret every pictures into a complete sentence and arrange the pictures into a correct sequenced story. Every member of the group must get the same quantities of job in interpreting the pictures and create the story. There were 10

pictures, so each student had to interpret 2 pictures and made sentences from those two pictures.

- All students should play at the same time. While they are playing, the teacher moves from group to group in order to be sure that everyone understands the game procedures.
- After the discussion, all members of a team presents their work orally one by one until the story is completed. It took 3 minutes for each team to present the story.

d. Evaluation

- The teacher observed the students' progress when the students performs the story loudly in front of the class.

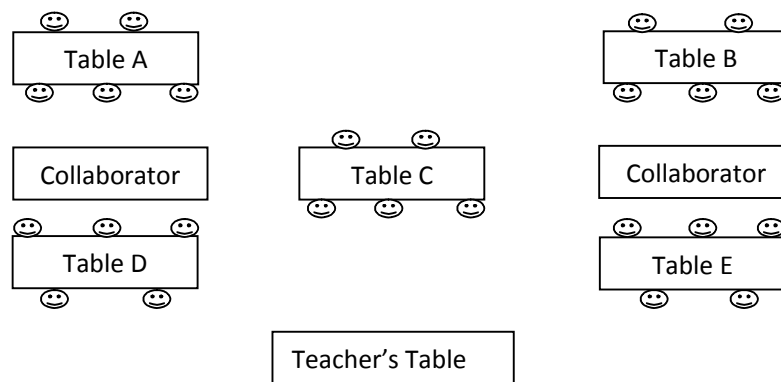


Diagram 1: The form of tournament table

RESEARCH FINDINGS AND DISCUSSION

The First Meeting

The teacher started class activity in this first meeting or cycle by explaining what the students were going to do and then grouped them into five groups. This step took times because they were not glad when they had to be in group, which members were not close to them. The teacher told them that the game was going to start. After that, the teacher gave 10 jumbled pictures to each group. The teacher asked them to arrange the pictures into a good story. Then, the students came in front of the class and told the story. One student continued the story from the previous student until the whole group's member got the chance to tell the story and the story was complete. The second group got the highest point. For this was their first experience doing the technique, they were little bit confused. So the teacher had to give them instructions more than once. They were involved in the activity enthusiastically. Before they made a story in English, they made a story in Indonesian language first and after that they translated it into English. It made they needed more time to finish the story. When presenting the story, they tried to remember the story by looking at the pictures, whispered it and tried to speak loudly in front of the class. In this part of activity, the students did it longer that they should, because they had not found the best way yet that could

save their time. Before this technique was conducted, teacher had reviewed material about recount text. Nevertheless, when the students presented their story orally, the writer found that they still made many mistakes in using the verb₂ and the conjunction. Moreover, they looked nervous. Some students were afraid of making mistakes, which even made them made many mistakes. In this meeting, the writer found that instead of paying attention to their knowledge of language, the students were more paying attention to the technique itself as something new and interesting.

Based on the discussion between the researcher and his collaborators, it is concluded that in the first meeting, from 25 students averagely 80% students (students whose scores were 10-49) were still qualified poor at the ability in speaking; 8% (students whose scores where 50-59) were qualified as poor to average; 12% of them (students whose scores where 60-79) were qualified as average to good and 0% was qualified as good to excellent. This result was disappointing and let the teacher know exactly students' ability in speaking. The teacher concluded that his students had not mastered the tense well and they had only little practice of their speaking. Students had difficulties in using the conjunction. Therefore, on the next meeting, before going to the technique, teacher would explain the use of V₂ and conjunction by using story to help them in understanding the material easily. Later, to save the time, teacher would not change the groups, that the activity would run better.

The Second Meeting

The teacher started class activity in this second meeting or cycle by asking their students about their experiences in speaking by using sequenced pictures story. After that, he re-explained the material of recount text by using two stories about holiday. He explained about the structure of recount text, the using of conjunction, and verb₂. The students were very enthusiastic when they learnt by using stories. For this meeting, the students did not change their groups, they just sat based on their previous performance. The teacher as the instructor gave some rules for the students and the appropriate consequences for the group who made noise and could not tell the story loudly. This was their second experience doing the technique, they were not confused again. They understood about the rules or the procedures in sequenced pictures story as a technique in learning English speaking. They were enthusiastic in teaching learning process by using this technique, although they had not master the using of conjunction such as in the next day, after that, etc. In this part of activity, the students had found the way that could save their time. They didn't made a story in Indonesian language first, but directly made a note in English and tried to memorized it. They could arrange the pictures and construct them into a good story. The students had improvement because they often practiced telling the story by using sequenced pictures story. All of the students could practice their speaking. Through the consequences, the students followed the activity actively. In this meeting, the writer found that the students should increase their skill in pronunciation.

Based on the discussion between the writer and his collaborators, it could be concluded that in the second meeting, from 25 students about 12% students (students where scores were 10-49) were still qualified to have poor ability in

speaking; 48% students (students whose scores were 50-59) were qualified as poor to average ability; 36% students (students whose scores were 60-79) were qualified as average to good ability; and 4% students (students whose scores were 80-100) were qualified as good to excellent. This result showed that the students had improvement from the first meeting in speaking. The students had difficulties in pronouncing the words. It influenced their confidence in performing the story. Therefore, in the next meeting, before they were going to the technique, the teacher would explain about the pronunciation of the vocabularies in the story. The teacher also remind the students about V₂ and conjunction.

The Third Meeting

The teacher started class activity in this third meeting by brainstorm the students through a story in title "Visiting Bali". The teacher asked the students to identify the conjunction and verb2. The teacher taught the pronunciation of vocabularies in the story. The teacher re-explained about the using of conjunction and the verb2. Then, the teacher gave some instruction of sequenced pictures story. It could remind them about the use of sequenced pictures story. The rules of sequenced pictures story like arrange the pictures, constructing the pictures become a story and telling the story loudly made the students active to practice their speaking. The students had a lot of improvement than the first and second meeting. In this meeting, the students had known about the rules of sequenced pictures story, thus it could make the activity run more smoothly. The students mastered the use of V₂ and co, they seldom made mistake in building a conjunction in recount text. They also had better pronunciation of vocabularies in the story.

Based on the discussion between the writer and his collaborators, it is concluded that in the first meeting, from 25 students, there were 0% was qualified to have poor ability; 0% was qualified as poor to average ability; 64% (students whose scores were 60-79) were qualified as average to good and 36% were qualified as good to excellent. Through the story, the students learnt about recount text and through the Sequenced Pictures Story, the students often practiced how to tell a story. The students followed the activity enthusiastically and they learnt through the repetition of the technique. This result was satisfied. The students had good ability in speaking. It needs a hard work from the teacher to help the students in speaking. The teacher has to manage the time efficiently and pay full attention to the students. It influences their interest in teaching learning process.

Discussion

From the observation checklist table, the students had improvement in speaking through sequenced pictures story. In the first meeting, 12% students could speak loudly, 12% students could speak clearly, and 0% students could speak in steady tempo, and 0% students could relax when they were speaking in front of the class. In the second meeting, the students' performance had better improvement, it showed through the observation checklist table. From the observation, 68% students could speak loudly, 64% students could speak clearly, 36% students could speak in steady tempo, and 56% students could relax when they were speaking in front of the class. In the third meeting it showed good improvement of the students' speaking motivation, that were 100% students could

speak loudly, clearly, and relax when they were speaking in front of the class and 92% of them who could speak in steady tempo.

In other hand, the students' speaking ability had increased. In the first meeting, the mean score of students ability was 34; in the second meeting, it was 58,2 and in the last meeting it was 74. These figures indicate that the students' speaking ability through sequenced pictures story was getting better in every meeting. The improvement that was taken place in the classroom was considered as the result of treatment. The treatment that was mentioned here was the use of sequenced pictures story in increasing students' speaking ability. The repetition that was used in Sequenced Pictures Story, gave the students a lot of chance to practice the speaking and the knowledge in recount text such as the use of conjunction and the verb2, structure of recount text and the adverbial phrase. Sequenced Pictures Story cannot cover all of the students' problems in speaking, but through pictures, the students learn a lot about their problems in telling the story of recount text. Through the story of holiday, the students will learn how to make a good story and through Sequenced Pictures Story, they have a lot of time to practice the speaking. On the other hand, the students do not get nervous when performing the story in front of the classroom through the technique.

CONCLUSION

Based on this technique, the students' speaking ability increased from the first meeting to the last meeting. Students' speaking ability of the eight grade students of SMP Negeri 6 in academic year 2013/2014 increased by using sequenced pictures story. The effectiveness of the use of Sequenced Pictures Story are the group activities in teaching learning process make the students active in the classroom, through the pictures help the students to get the idea in making their story, story helps the student to practice their speaking, and the competition will force the students to speak up. The weaknesses of Sequenced Pictures Story are the classroom situation when teaching learning process will be out of control if the teacher do not manage the time efficiently and give clear explanation about the use of Sequenced Pictures Story. Without clear explanation, the students will be confused and they are bored to do the technique. Teaching speaking through sequenced pictures story could positively involve the students in the process of teaching learning activity. This technique could maximize students' performance and at the same time, it provided many opportunities to students to speak during the activity.

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